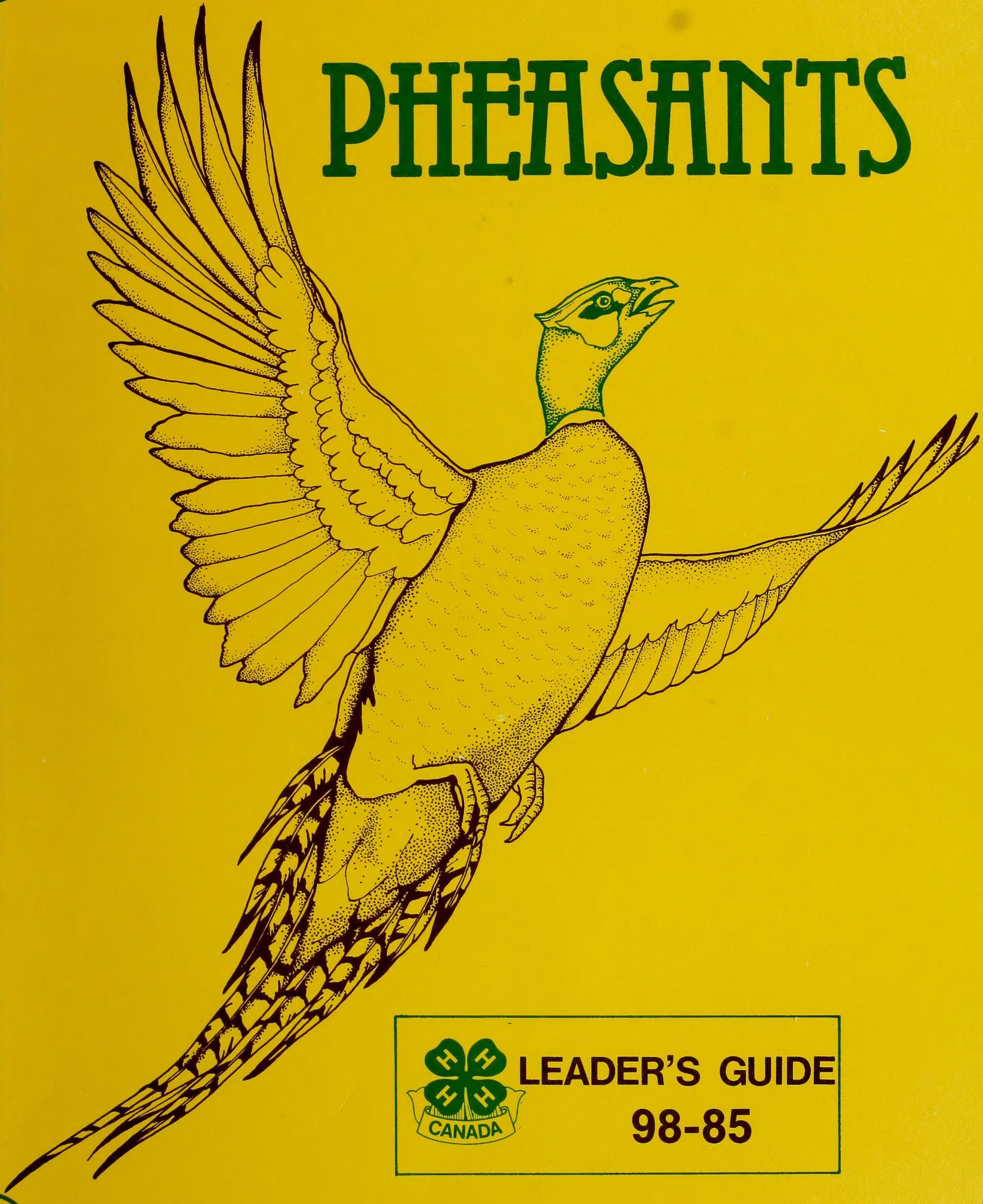
PHEASANTS



LEADER'S GUIDE
98-85

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CANADIANA
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MAR 29 1985

4-H MOTTO

Learn to do by doing.

4-H PLEDGE

I pledge
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to larger service,
My HEALTH to better living,
For my club, my community, and my country.

4-H GRACE

(Tune to Auld Lang Syne)

We thank thee, Lord, for blessings great
On this, our own fair land.
Teach us to serve thee joyfully,
With head, heart, health, and hand.

CANADA

PHEASANT LEADERS' GUIDE

INTRODUCTION

The purpose of this manual is to aid the project leader in helping and evaluating the 4-H members' involvement in the pheasant project. This project is somewhat more difficult than other 4-H projects as the pheasants cannot be moved to a central area to be judged. Also, once released, the birds cannot be readily examined. The staff of the Brooks Wildlife Centre are available for advice should a leader need assistance. You can phone us at 362-4122 or write:

Brooks Wildlife Centre
4-H Pheasant Project
Bag 1540
BROOKS, Alberta
T0J 0J0

This manual is only a guide. Read the 4-H Pheasant Project Book in order to understand the project.

YOUR RESPONSIBILITIES AS THE PROJECT LEADER

As a leader in the 4-H Pheasant Project, your major areas of responsibilities are:

1. Reading the Pheasant Project Book. You cannot function as a leader unless you read the book and understand it.
2. To insure that adequate pens are constructed and ready to receive pheasants.
3. To insure that bird growth and development is progressing satisfactorily.
4. To insure that the pheasants are released by September 30, 1985.
5. To attend the local pheasant workshop in your area. This workshop will be announced as the project develops. Attendance at the workshop allows you to ask questions and get the background information necessary to function as a leader.

EVALUATION OF A 4-H MEMBER'S PROJECT

You as a project leader should visit each 4-H member at least four times during the project; during the first week, in the fifth to sixth week, eight week and on the release (if possible). In this manner you can assess the 4-H member's attitudes and progress throughout the project. The chief items to evaluate are:

- pen facility
- condition of the pheasants
- choice of release area
- the 4-H member's attitude

We ask all project leaders to complete the report at the back of this guide and send it to us by November 15, 1985. The information from this report assists us in evaluating and developing the program in the years ahead. Furthermore at the end of the year we may call upon you for assistance in determining individuals to receive special recognition for outstanding projects.

PEN FACILITY--YOUR CHECK LIST

The condition of the pen facility is an important factor. Are the pens clean and sound? The temptation here is to place more emphasis on newness, giving more consideration to a new facility than to one which is good but is an old building with material scrounged from the farm yard.

The following are the basic components of a pheasant pen. Simply go through the pen and make sure all is in order before the pheasants go into the pen.

Any deficiencies can be corrected prior to or as the project develops, but ensure that these are corrected.

A sound, well constructed, pen alleviates a lot of problems for you as leader. To raise pheasants, you have to have the proper tools--a good pheasant pen.

1. Brooder House

- Is there 0.1 square metre (1 sq. foot) of floor space per chick?
- What kind of litter did the 4-H member use?
- Is the heat lamp safely hung by a chain so it cannot fall?
- Is the house free from drafts on the chicks?
- Are there any holes by which predators can enter or chicks leave?
- Are the feeders and waterers clean?
- Is the building insulated?

2. Enclosed Run

- Is there enough room for the pheasants (0.3 sq. m or 3 sq. ft. per bird)
- Is enclosed run completely enclosed by wire with no holes large enough to let chicks out?
- Is the cover in the run low so that chicks can be found easily?
- Did the 4-H member use 2.5 centimetre mesh wire? (1 inch mesh)
- Are the feeders and waterers clean?
- Is there any spilled feed left on the ground?
- Is there a guard board around the bottom of the perimeter of the pen? (at least 45 cm [18 in.] high)
- Is the wire buried to a depth of at least 15 centimetres?

3. Flight Pen

- Is there enough room (from 1.8 to 3.7 square metre per pheasant)? (20-40 sq. ft.)

- Is there good cover in the pen so that pheasants can hide (e.g. grass 22 to 30 centimetres high)? (8-10 inches)
- Are there stooks of green grass, weeds or branches for the pheasants to play with?
- Has the 4-H member tried to duplicate the same cover that the pheasants will utilize once released?
- Is there a guard board around the bottom of the perimeter of the pen?
- Is the wire buried?

CLOSED PENS

- Are there any holes in the pen walls or roof?

OPEN PENS

- Is the overhang placed on both sides of the wire?
- Are there any holes in the pen walls or overhang?
- Are the flight feathers on one wing clipped at six weeks of age?

CONDITION OF THE BIRD

Watch the birds on each visit. The phesants should be alert and have good feathering with little sign of tail picking. At 8 to 10 weeks the tails should be from 15 cm (6 in.) to 20 cm (8 in.) in length and the rump feathers intact with no skin or blood showing.

REARING PROBLEMS

Now, problems can occur that have not been anticipated, such as power failures during brooding or heavy rains during the first two weeks. The 4-H member must respond to these problems and often shows great ingenuity and initiative to remedy the situation. For example, small hospital pens for severely-pecked pheasants are a good way to isolate these birds and let them recover. Evaluating a 4-H member who has had to deal with problems such as a predator in the pen, flooded pens or power failures is difficult. However, by asking yourself two questions, you can determine the 4-H member's preparedness and resourcefulness.

1. Could the 4-H member have avoided this problem? (For example, in a rainy area the 4-H member should select a sheltered site that does not flood for his rearing facility.)

2. What did the 4-H member do to repair the damage and ensure that the same problem could not recur?

Again the staff of the Brooks Wildlife Centre are available for assistance should problems arise. (362-4122)

RELEASE AREA

The 4-H member should choose a release area that provides cover for pheasants close to a food source. The cover must be thick to allow the pheasants to escape from the harsh effects of winter and from predators. If given such an area, pheasants will stay and give the 4-H member more opportunity to see the pheasants once released.

Is there a large stand of cattails or willows approximately 1.2 to 3 hectares (3 to 7 acres) in size or a multi-row shelterbelt about 9 metres to 12 metres (30 to 39 ft.) in width with ground cover of grasses that will protect the pheasants?

Is there a source of food, such as a grain field, nearby?

ATTITUDE

This criterion is the hardest to assess but perhaps the most important. The condition of the pens and pheasants are a good indication of character, as someone keenly interested will do their best to provide a good facility and produce healthy birds.

- Does the 4-H member carefully look after the pheasants?
- Are the members enjoying themselves or is this strictly a boring chore for them?
- Will the 4-H member continue to be interested in the pheasants after their release?
- Is the 4-H member interested in wildlife in general after raising and releasing the pheasants?

GROUP ACTIVITIES

It is helpful to have group meetings during the course of the project and even during winter. Films are available for showing to the groups, such as the 4-H "Raising Pheasant" film and other excellent wildlife films. Each 4-H member could talk about his or her experiences, problems and remedies. 4-H members in their first year greatly benefit by hearing about the experience of 4-H members in their second and third years.

You can also arrange a tour day for all club members to visit each member's facility. Members benefit from the exchange of ideas and experiences.

In a large club each member or team could speak on a topic which was assigned or chosen by the member, team or club leader. If the member or group is assigned a topic of interest, based on some of his past problems (e.g. predators), he or they can give a little talk on predators during the tour day or at a club meeting. Ideas for topics include pheasant feed preference, winter feeding, wintering of pheasants in the wild, prevention of mortality in the pen, cover used by pheasants in the wild, etc.

In the case of a one-member club, we suggest that you go into another club area to view pheasants and vice-versa if this is practical. Club lists are available from your regional 4-H specialist or the Wildlife Centre. We encourage all 4-H'ers to try and visit at least two other projects in their area if at all possible.

AFTER 4-H

Members wishing to continue a pheasant project after their 4-H years are over can do so under a similar program. You can contact the Brooks Wildlife Centre for further information.

A FINAL WORD

The Pheasant Program was set-up to give 4-H'ers, our future farmers and ranchers in Alberta, a better understanding of the needs of wildlife. Using pheasants as a tool, we want the 4-H'er to learn that pheasants, like all forms of wildlife, have specific needs if they are to survive and reproduce in the wild. The emphasis of the program is to develop an awareness of habitat and, if possible, encourage the 4-H'er to develop or retain some habitat on their farm which will be used by a wide variety of wildlife including the pheasant. If, through our efforts, we establish pheasants in an area - "Great" - but that is a side benefit of the programs, not the main goal. So, take a moment now and think about the objectives of the program listed below, and then begin your work as a leader by reading through your project book.

Have a good time with your pheasant project this year and remember to call the Brooks Wildlife Centre if you need help.

OBJECTIVES OF PHEASANT PROGRAM

1. To give 4-H members and their families a better understanding and appreciation of wildlife and the needs of wildlife.
2. To encourage the retention and development of wildlife habitat particularly on private land.
3. To provide enjoyment for present and future 4-H members and their families.

Whether you have an entire pheasant club under you with several members or just your son or daughter, we encourage you to send in the reports so we can evaluate our project and make the necessary changes.

PHEASANT PROJECT LEADER REPORT 1982

1. Did you enjoy acting as the Pheasant Project leader? ____________________

____

2. What was your biggest problem as a Pheasant Project leader? __________

____

____

____

3. Can you suggest areas for improvement for the 4-H Pheasant Project?

____

____

____

4. What did you like most about the Pheasant Project? ____________________

____

____

____

5. What did you like least about the Pheasant Project? ____________________

____

____

____

6. Did you attend the 4-H Pheasant Workshop? ______________________________

Have you attended it in the past? ______________________________________

7. How many pheasants did your club receive in total? ____________________

What was the total mortality? ______________ What was the major problem

causing death? ____

____

8. Would you like to see something added to the workshops or information that is sent to the 4-H member or yourself? ______________________________

____

____

9. Did the 4-H member(s) directly involved in the project enjoy it? (Can you apply a figure to this, e.g. six out of eight enjoyed the project?

____

____

10. How does the Pheasant Project compare with other 4-H projects? Do the other projects have something you would like to see in the Pheasant Project? ____

11. Would you like to bring to our attention any member of your club that has done an outstanding job? ______________________________________

____

____

____

(Please use the back or more paper if there is not sufficient space for your answer.)

By Nov. 15, 1983 please detach this report from your manual and send it to:

Brooks Wildlife Centre
4-H Pheasant Raise and Release Project
Bag 1540
BROOKS, Alberta
T0J 0J0

Name ________________________________ Phone No. ________________

Address ____

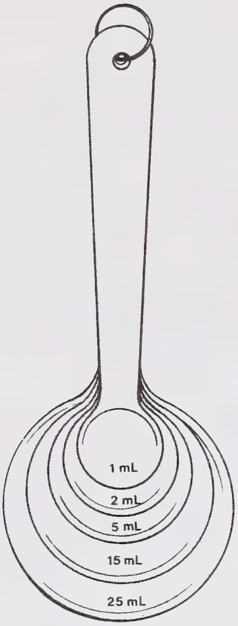
Postal Code ________________ Club Name __________________________

4-H Region ____

METRIC CONVERSION TABLE

Approximate Conversion to
Metric Measures

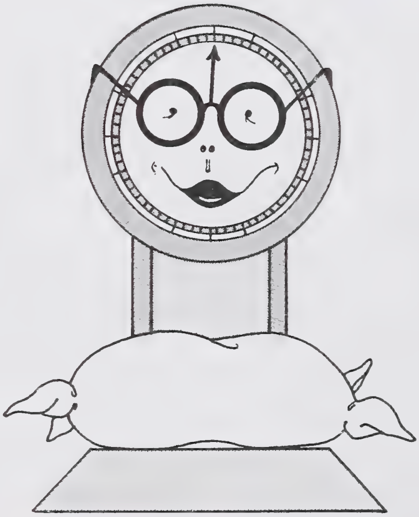
SYMBOL	WHEN YOU KNOW	MULTIPLY BY	TO FIND	SYMBOL	BASE UNIT
		MASS (weight)			
oz.	ounces	28.349	grams	g	
lb.	pounds	0.454	kilograms	kg	
ton	short tons (2000 lbs)	0.907	tonnes	t	gram
g	grams	0.035	ounces	oz.	
t	tonnes (1000 kg)	1.102	short tons	ton	
		VOLUME			
tsp.	teaspoons	5	millilitres	mL	
tbsp	tablespoons	15	millilitres	mL	
fl.oz.	fluid ounces	28.413	millilitres	mL	
pt.	pints	0.568	litres	L	
qt.	quarts	1.137	litres	L	
gal.	gallons	4.546	litres	L	litres
bu.	bushels	36.370	litres	L	
mL	millilitres	0.035	fluid ounces	fl.oz.	
L	litres	1.760	pints	pt.	
L	litres	0.880	quarts	qt.	
L	litres	0.220	gallons	gal.	
L	litres	0.027	bushels	bu.	
		LENGTH			
in.	inches	2.540	centimetres	cm	
ft.	feet	0.305	metres	m	
yd.	yards	0.914	metres	m	
mi.	miles	1.609	kilometres	km	
mm	milimetres	0.0394	inches	in.	metre
cm	centimetres	0.394	inches	in.	
m	metres	3.281	feet	ft.	
m	metres	1.094	yards	yd.	
km	kilometres	0.621	miles	mi.	
		ENERGY			
kcal	kilocalorie	4.186	kilojoules	kJ	joule
kJ	kilojoules	0.239	kilocaleries	kcal	



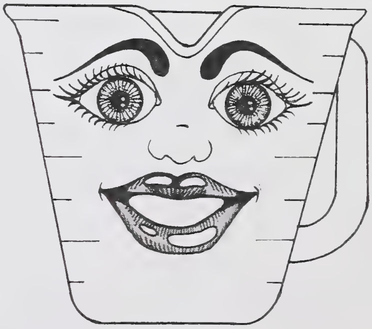
METRIC MEASURES ARE
AVAILABLE IN THESE SIZES

250 mL replaces 1 cup
500 mL replaces 2 cups

MUNSTER METRE
MEASURES LENGTH



SAM KILOGRAM
MEASURES WEIGHT



LILY LITRE
MEASURES VOLUME

METRIC MULTIPLES AND PREFIXES TABLE

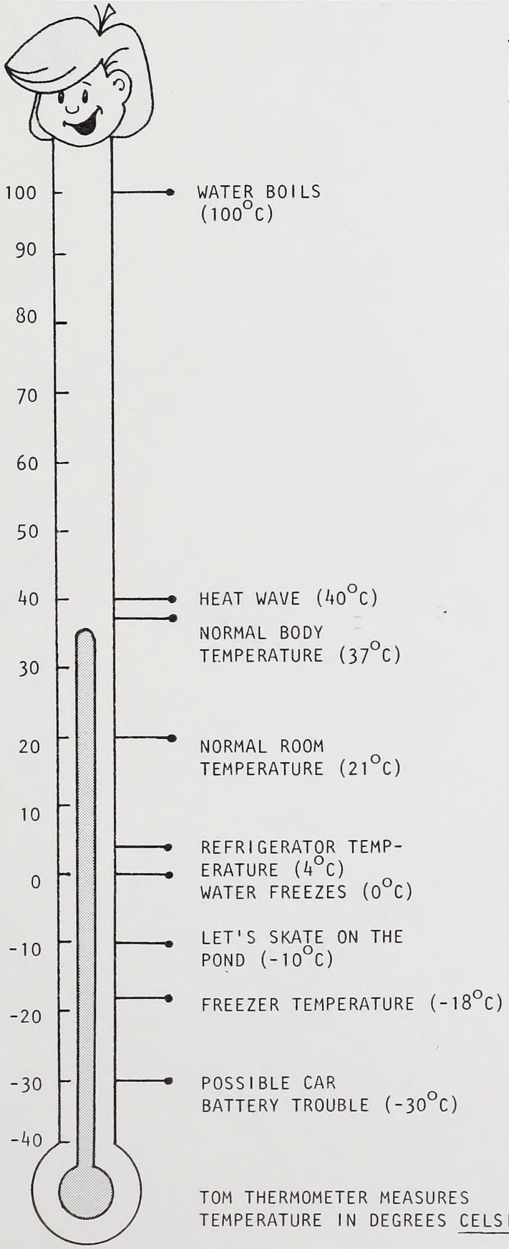
Multiplying Factor	Prefix	Symbol
1,000,000 = 10^6	mega (meg a)	M
1,000 = 10^3	kilo (kil o)	k
100 = 10^2	hecto (hek to)	h
10 = 10^1	deka (dek a)	da
(Base Unit) 1 = 10^0		
0.1 = 10^{-1}	deci (des i)	d
0.01 = 10^{-2}	centi (sen ti)	c
0.001 = 10^{-3}	milli (mil i)	m
0.000,001	micro (mi kro)	µ

(These prefixes may be applied to all metric base units.
Example: Base Unit = litre
Add kilo to litre (symbol kL) = kilolitre. The multiplying factor is 1000. This means a kilolitre equals 1000 litres.)

TEMPERATURE: °F = 9/5 + 32
°C = 5/9 - 32

OVEN TEMPERATURES:

	°C	°F
Very low	120-135	250-275
low	150-165	300-325
Moderate	175-190	350-375
Hot	200-220	400-425
Very Hot	230-245	450-475
Near boil	245-290	475-500


100
90
80
70
60
50
40
30
20
10
0
-10
-20
-30
-40
WATER BOILS (100°C)
HEAT WAVE (40°C)
NORMAL BODY TEMPERATURE (37°C)
NORMAL ROOM TEMPERATURE (21°C)
REFRIGERATOR TEMPERATURE (4°C)
WATER FREEZES (0°C)
LET'S SKATE ON THE POND (-10°C)
FREEZER TEMPERATURE (-18°C)
POSSIBLE CAR BATTERY TROUBLE (-30°C)

TOM THERMOMETER MEASURES TEMPERATURE IN DEGREES CELSIUS (°C)

ADDITIONAL METRIC INFORMATION

from:

Metric Branch
Alberta Government Services
12th Floor, Park Square
10001 Bellamy Hill
Edmonton, Alberta T5J 3C1

Metric Commission Canada
Box 4000
Ottawa, Ontario

Information Division
Canada Department of Agriculture
Ottawa, Ontario K1A 0C7

District Extension Office

OR

Publications Office
Alberta Agriculture
9718 - 107 Street
Edmonton, Alberta T5K 2C8

N.L.C. - B.N.C.
3 3286 05331643

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